

ST MARY'S C OF E JUNIOR SCHOOL

RELATIONSHIPS SEX AND HEALTH EDUCATION (RSHE) POLICY

Aims

Our school's overarching aims and objectives for pupils are to raise aspirations and a love of learning through courage, resilience, positive relationships and God's love. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. RSHE should equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

Policy Development

This policy was developed in consultation with governors, staff, parents and pupils. A draft policy and questionnaires were sent to staff and parents, giving them the opportunity to raise concerns or questions. Consultation with pupils took the form of a 'pupil voice' activity where children were able to give their views on what they felt were the most important aspects of RSHE. All comments were considered during the development phase and the final policy was agreed with governors and senior leaders.

Definition of RSHE

RSHE involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. Our school's vision for RSHE is that children should be taught to live freely, without the restraints of stereotypes and understand their own intrinsic worth. They should leave our school with tolerance and respect for all, and be able to thrive in positive, healthy relationships with others.

Definition of Sex Education

We teach sex education as part of the Year 6 RSE curriculum, where sexual intercourse and reproduction are explained in a factual and diagrammatical way, using scientific terminology. This builds on the statutory content taught in the Year 5 science curriculum, where children learn about the life cycles of humans and animals, including reproduction.

Teaching and learning

The RSHE programme will be overseen by the RSHE Subject Lead (currently Mrs Beuttell), taught by individual class teachers and supported by outside agencies and expert visitors where appropriate. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at St Mary's Junior School.

When external visitors, experts and agencies are invited to contribute and enhance delivery of these subjects, our school will adhere to a rigorous monitoring and evaluation schedule to ensure effectiveness of these sessions. Details of this are available on request from the RSHE Subject Lead.

RSHE will be taught using a range of teaching methodologies (including but not limited to story-telling, drama and discussions) to promote engagement by all pupils, irrespective of preferred learning styles. Whilst our curriculum is taught in themed weeks, teachers know

they have the flexibility to teach aspects of RSHE with individuals or classes, as and when the need arises (eg. To tackle bullying, homophobic language, racism etc).

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet Department of Education requirements, 2019 and The Equalities Act, 2010.

RSHE will be taught through a ‘spiral curriculum’, meaning that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school’s commitment to safeguard pupils through an

age-appropriate curriculum that prepares them to live safely in the modern world.

Our outline RSHE curriculum is below and a breakdown of specific content by year group is available at Appendix A. This may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Parents/carers will be provided with appropriate notice before any amended programme is delivered. Senior and Subject Leaders will identify areas where the RSHE curriculum can be complemented by and included within other subjects. Our long term RSHE plan details where explicit curriculum links can be made.

Primary

<i>Relationships Education</i>	<i>Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe</i>
<i>Sex Education</i>	<i>How a baby is conceived and born</i>
<i>Health Education</i>	<i>Mental wellbeing (majority of objectives covered by visitors/whole school assemblies or productions) Internet safety and harms Physical health and fitness (delivered via PE curriculum) Healthy eating (delivered via PE Curriculum) Drugs, alcohol and tobacco (delivered during Year 6 science curriculum) Health and prevention Basic first aid (delivered by external agencies) Changing adolescent body</i>
<i>Finance Education</i>	<i>Supplementary objectives delivered by Premier Education (GOAL scheme)</i>

Assessment and Monitoring

Pupils’ learning will be assessed at the end of every topic, in an implicit and informal way, to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Withdrawal from RSE

The vast majority of RSHE is compulsory. **There is no right to withdraw from Relationships Education or Health Education.** Parents and carers are only able to request that their child is excused from any Sex Education elements, if these are taught outside of the national curriculum objectives for science.

If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, a meeting should be arranged with the Principal, who will outline to parents/carers the benefits of receiving this important education, along with any detrimental effects that withdrawal might have on the child (for example, social and emotional impact of being excluded from the sessions, likelihood of a child hearing peers' version of the lesson).

Following this meeting, if the right to withdraw is exercised, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes reference to anything that raises a safeguarding concern, the teacher will act in accordance with the school's safeguarding policy and procedures, remembering that the safety and wellbeing of the child is paramount.

Review date

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for November 2022.

Appendix A to St Mary's C of E Junior School RSHE Policy

Curriculum Content by Year group

Objectives taught explicitly during our themed curriculum week, 'We Are Learners'. Type in red indicates the section of the National Curriculum where the objective can be found.

Year 3	Year 4	Year 5	Year 6
<p>My Feelings (Mental Wellbeing) that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>My body (Changing bodies) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>My relationships (Families and people who care for me) The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together.</p> <p>My beliefs (Respectful relationships) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>My rights and responsibilities (Being safe) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>Online relationships how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>My Feelings (Mental Wellbeing) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>My body (Changing bodies) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>My relationships (Families and people who care for me) That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>My beliefs (Respectful relationships) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>My rights and responsibilities (Being safe) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Caring friendships how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>My Feelings (Mental Wellbeing) that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>My body (Changing bodies) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>My beliefs (Respectful relationships) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>My rights and responsibilities (Being safe) how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Online relationships that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. how information and data is shared and used online. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Caring friendships the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>Human reproduction describe the changes as humans develop to old age, including how reproduction occurs.</p> <p>My beliefs (Respectful relationships) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>My rights and responsibilities (Being safe) where to get advice e.g. family, school and/or other sources.</p> <p>Caring friendships the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Internet Safety and Harms how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Health and Prevention about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>

